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ABSTRACT

The project developed three slide-sound units to be used to help postsecondary school youth to determine their values, interests, and aptitudes; to identify careers compatible with them; and to be able to recognize and utilize resources that will allow them to explore and experience work in these careers. From October 1974 to June 1975, surveys were conducted of all career resources in the greator Bangor area. Based on the completed surveys, extensive interviews were conducted and photographs taken. The sound-slide units that were developed from this resource material are intended for use in career planning courses, seminars, small group meetings, or by individual students. The report includes a bibliography of career development resources; lists of area resources contacted by the project; cover letters; sample questionnaires for instructional staff, information centers, department heads, offices or agencies, and business or other organizations; and a career resources check list. (NJ)

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FINAL REPORT

DEVELOPMENT OF MULTI-MEDIA CAREER UNITS FOR USE WITH STUDENTS IN HIGHER EDUCATION

Research Project

Conducted Under
Part C of Public Law 90-576

Adrian J. Sewall
Office of Career Planning and Placement
University of Maine
220 East Annex
Orono, Maine 04473

July 1, 1975

VT102660

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE006981

FINAL REPORT

Research Project

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational & Cultural Services position or policy.

Adrian J. Sewall
Office of Career Planning and Placement
University of Maine
220 East Annex
Orono, Maine 04473

July 1, 1975

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Cover Letter and Questionnaire:
-- Businesses and Other Organizations

Review: Career Resources on the Campus

Review: Career Resources in the Community

SUMMARY

(a) Time period covered by the report. October 1, 1974 - June 30, 1975

(b) Goals and objectives of the project.

The objective of the project was the development of three basic slide-sound units to be used in the career development of post-secondary school youth to help them determine their values, interests, and aptitudes and what type of careers are compatible with them and to recognize resources available in the community and university communities to help them explore, seek out, and experience work in these careers.

(c) Procedures followed.

Extensive surveys were conducted of all career resources in the greater Bangor area, and of all career resources available at Eastern Maine Vocational Technical Institute, Husson College, and the University of Maine at Orono. Based on the completed surveys, extensive interviews were conducted and photographs taken. Scripts were written for each unit. Photographs were selected and graphics were developed to illustrate the scripts. Sound tracks were made and mounted in audio cassettes. Electronic impulses were placed on the tapes so that the slides will change automatically in synchronization with the audio tape.

(d) Results; Accomplishments.

Three complete slide-sound units have been developed and additional data not used in the project has been compiled. The completed units have been viewed by participants in the project and alterations have been made as a result of their constructive criticisms.

(e) Evaluation.

Time does not permit the field testing and evaluative stages of the project to be completed. However, questionnaires to be completed prior to viewing the units and subsequent to their viewing, have been constructed. Further steps to evaluate the project are being contemplated.

(f) Conclusions and Recommendations.

We believe that the units developed during this project will be valuable instructional aids in programs and courses designed to promote career development in secondary and post-secondary schools. It is recommended that field tests and a thorough evaluation be conducted to determine the impact of the units on students and that a course curriculum be developed using the units as major instructional aids.

BODY OF THE REPORT

(a) Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

This project is directed toward solving a basic problem facing career counseling in post-secondary institutions, the problem of reaching large numbers of students to create an awareness for the need for vocational planning. As stated in the original proposal, "Career education has only recently been recognized as an important function of higher education, and as a result there are few models for programs designed specifically for college youth." Career counselors find themselves in the impossible situation of trying to reach all of the students with limited staff, few, if any, commercially available instructional aids, and few proven models for accomplishing the task before them. Circumstances of staffing and budgeting vary so drastically from one institution to another that no single model can meet the needs of all.

These three slide-sound shows dealing with self assessment, campus career resources and community career resources, can serve as useful tools in a variety of career development models. The units can be used in career planning courses, seminars, small group meetings, or for use by individual students in a career library. Since an ever increasing percentage of college graduates find it necessary to seek out and obtain jobs on their own, career counselors are striving to develop programs to prepare them in the fundamentals of self-evaluation, job hunting strategy and researching potential employers. These units may provide an essential tool in the development of such programs.

In many respects the information contained in the three units is similar to that contained in recent innovative programs on other college campuses. The TRIPOD system at Moravian College is based on a sequential and developmental arrangement of the essential elements of a career planning system, self assessment, increased exposure to work opportunities as an integral part of the curriculum and training in job hunting techniques. This project is an attempt to present information contained in the first two elements of the TRIPOD system in media form similar to the Curricular - Career Information Service developed at Florida State University by Dr. Robert Reardon. These and other experimental models have characteristics which do not meet the criteria of low cost and high flexibility so desperately needed by most post-secondary schools.

(b) Goals and objectives of the project.

The objective of this project has been to design and develop a slide-sound program consisting of three specific units, each of which

is designed to meet the needs of a specific developmental stage. The goals set to meet this objective included:

1. Making the scripts general enough to apply to students in a variety of post-secondary school settings.

2. Designing each unit in such a manner that it could be used as an instructional aid in a variety of settings such as classes, small group meetings and with individual students.

3. Developing content to explore adequately the needs of students beginning the self assessment process and of those seeking out career resources.

4. Selecting data carefully to remain within the thirty minute time span allotted to each unit.

(c) Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

Perhaps we can best explain how the slide-sound presentations were produced by reviewing each of the major steps involved in the project. We began, of course, by collecting information. During the months of October and November (1974), the coordinator of the second and third slide-sound shows, Miss Susan Garland, along with two part-time student workers, made up and sent out questionnaires to persons and organizations both on campuses in the greater Bangor area and in the community. The individual questionnaires (see Appendix) were designed to help us discover the number and kinds of career resources in this area.

After the questionnaires were returned, Miss Garland reviewed them to try to determine which individuals or organizations would probably be the most important career resources (based both on willingness to help and the number and kinds of services offered to students). A list was made of those who appeared most helpful, and these individuals or organizations were subsequently interviewed by either Miss Garland or the temporary student workers. Personal interviews were necessary to clarify written responses, as well as to gather other information which could not be obtained through a brief-answer questionnaire such as we used.

Miss Garland was ready to begin writing the scripts after examining the questionnaires and the notes that were made during the interviews. The scripts were written between February and March, 1975, and some final revisions were made in late April. The information-gathering stage provided her with more than enough material to write these scripts. The scripts themselves were organized around the major categories of career resources that exist on the campus and in the community.

The first slide-sound show, which deals with self-awareness, was written by Dr. Clyde Folsom of the Counseling Center at the University of Maine at Orono.

After the scripts were completed, we needed to have photographs or drawings made to illustrate them. Some photographs had been taken during the interviewing stage; but most photographs were taken in April and May with the finished script in mind. We were able to obtain some slides from other campus organizations, including the Cooperative Education Office, the Counseling Center, the Public Information Services, the Instructional Systems Center, the Forest Resources School, and the Zoology Department. Some photographs were used in the first slide show; however, it was decided that drawings, rather than photographs, would be more appropriate to the subject matter covered in this presentation.

Dr. Warren Burns, a Professor in the Speech Department of the University of Maine at Orono, was chosen to narrate each of the presentations. Before the final copy of each tape was made, Dr. Burns made a preliminary tape and listened to the tape along with Adrian Sewall, the Project Coordinator, and the person who had written the script for the respective tape. The final tapings occurred in late April and early May.

We coordinated the sound tracks with the slides during the months of May and June. In several places we discovered that more slides would be needed than we had anticipated. To remedy this problem, we took more photographs; we obtained some additional slides from Pat Chasse, the Assistant Dean of Student Affairs, who was currently working on a slide-sound presentation for summer orientation; and we had enlargements and duplicates made from some of the slides that we were already using.

Once the tapes and slides were coordinated, we were ready to put magnetic "pulses" on the tapes. This was an important final step because after pulses are put on a tape, the slides will change automatically; all that one has to do, after the carousel tray is in position, is to turn on the projector and begin the tape. Therefore, it is not now necessary for a professional from this office to always accompany the slide shows.

(d) Results and accomplishments of the project.

The results of the project are three completed units which summarize in audio-visual form theories of self assessment and vast quantities of data on career resources gathered from numerous sources. The task has required consultation and assistance from the Instructional Systems Center at the University of Maine, Orono, in the areas of photography

and graphics; Dr. Clyde Folsom, of the UMO Counseling Center, who wrote the script for the unit on self assessment; Dr. Warren Burns, of the UMO Speech Department, who narrated the scripts; Mr. Paul Goss, of the Eastern Maine Vocational Technical Institute, who provided guidance concerning the programs at that institution; Mrs. Ann Korschgen, of Husson College, who provided data of programs at her institution; student workers and the cooperation of scores of faculty members and business men from the Bangor area. We feel that the units are now ready for use with students as a tool to supplement discussions related to career development.

(e) Evaluation of the project.

Time has not permitted us to engage in the evaluation of the project but we feel strongly that an evaluation should be made in the near future.

(f) Conclusions, implications, and recommendations for the future.

It is recommended that an evaluation of the units be made to determine their effectiveness with students in secondary schools, vocational-technical schools and colleges and universities. Since the units were conceived as instructional aids, it is felt that meaningful evaluation can be made only if the units are presented as part of a formal instructional unit on career development. Provided this evaluation proves them effective, availability of the units to secondary and post-secondary schools could provide a method of reaching large numbers of students in a variety of settings to create an early awareness of the need for students to analyze themselves and of the career resources around them.

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REFERENCE SOURCES USED IN SENDING NO. 1 QUESTIONNAIRE TO INDIVIDUALS AND ORGANIZATIONS

Eastern Maine Vocational Technical Institute Student Handbook

Husson College Student Handbook and Catalogue

University of Maine at Bangor 1973-74 Associate Degree Programs

University of Maine at Orono 1974-75 Telephone Directory for Administration, Faculty, and Staff

University of Maine Organizational Directory 1974

Bangor Area Telephone Directory

Personal consultation with Ms. Ann Korschgen, Director of Career Planning Office at Husson College, and with Mr. Paul Goss, Head of Distributive Education Program at Eastern Maine Vocational Technical Institute

November 13, 1974

Dear

I know you receive surveys from various sources daily and ask your indulgence since this survey will directly benefit your students. The Office of Career Planning and Placement has received a grant from the Bureau of Vocational Education to develop a slide-sound program dealing with career resources at the University of Maine at Orono, Husson College, and Eastern Maine Vocational Technical Institute. We wish to include in the presentation both material and human resources. The results of this effort will be made available to each campus.

Please take a moment to complete this survey and return it to us by November 18. Your assistance is essential to the success of this project.

Sincerely yours,

Adrian J. Sewall

Adrian J. Sewall
Director

AJS:bao

QUESTIONNAIRE
INDIVIDUAL FACULTY AND STAFF MEMBERS

_____
NAME

_____
POSITION

_____
DEPARTMENT OR OFFICE

_____
COLLEGE OR UNIVERSITY

1. List below the careers which you would be willing to speak with college students about. After you name each career, briefly indicate how you became knowledgeable about the career.

CHECK ANY OF THE FOLLOWING STATEMENTS WHICH ARE TRUE.

_____ 2. You are available to talk with individual students about these careers.

_____ 3. You are available to talk with groups of students about these careers.

_____ 4. You have access to people in business or in other professions who could act as advisors or speakers on these careers.

Please list their names, their addresses, and their specialties below.

_____ 5. You post any notices of job openings that you receive.

_____ 6. You hire students for part-time positions during the academic year.

_____ 7. You hire students for full-time or part-time positions during the summer.

8. Approximately how many of the students which you hire are placed in jobs which are related to the students' major areas of study?

____ 75 - 100% ____ 25 - 50%
____ 50 - 75% ____ 0 - 25%

9. Briefly explain what jobs you offer to students.

10. If you can think of any other ways in which you either 1) inform students about specific careers, or 2) help students to obtain jobs, briefly note them below.

Thank you for taking the time to fill out this questionnaire.

QUESTIONNAIRE
INFORMATION CENTERS

_____
NAME

_____
TITLE OF INFORMATION CENTER (SUCH AS FOGLER LIBRARY, BUSINESS MANAGEMENT CLUB, OR PLACEMENT OFFICE)

CHECK ANY OF THE FOLLOWING STATEMENTS WHICH ARE TRUE OF YOUR CENTER. ONLY ANSWER THE SECTION WHICH APPLIES TO YOU.

_____
COLLEGE OR UNIVERSITY

I. LIBRARIES

____ 1. The library has an educational information section, including such things as undergraduate and graduate school catalogues.

2. We are already aware of many of the ways in which the library helps students learn more about career opportunities in different fields. If you can think of any ways--in addition to periodicals and books--in which it helps students in this way, please list them below.

II. CLUBS

____ 1. The club holds meetings to discuss career opportunities in your general area of concern.

2. Approximately how often does the club hold meetings to discuss career opportunities in your general area of concern?

____ ONCE A SEMESTER ____ ONCE EVERY TWO YEARS
____ ONCE A YEAR ____ IRREGULARLY (EXPLAIN BELOW)

_____

3. Check if the club has any of the following materials which might help a student learn more about career opportunities in your general area of concern.

____ FLIERS ____ TAPES ____ POSTERS
____ PAMPHLETS ____ SLIDE SHOWS ____ OTHERS (EXPLAIN BELOW)
____ BOOKS ____ FILMS _____

4. If you can think of any other ways in which the club either (1 informs students about career opportunities in your general area of concern, or 2) helps students to obtain jobs related to this area, briefly list them below.

III. CAREER COUNSELING OR PLACEMENT OFFICES

____ 1. The office has an educational information library, including such things as undergraduate and graduate school catalogues.

____ 2. The office has an occupational information library.

Briefly explain what kinds of information are available here.

3. Check if the office has any of the following materials which might help a student learn more about career opportunities in your general area of concern.

____ FLIERS	____ TAPES	____ POSTERS
____ PAMPHLETS	____ SLIDE SHOWS	____ OTHERS (EXPLAIN BELOW)
____ BOOKS	____ FILMS	_____

____ 4. The office counsels students and alumni in career planning.

____ 5. The office develops information about specific careers and it distributes the information to college students.

____ 6. The office assists candidates in preparing and presenting applications.

____ 7. The office schedules and conducts on-campus interviews for students.

Thank you for taking the time to fill out this questionnaire.

QUESTIONNAIRE
DEPARTMENT HEADS

_____
NAME

_____
DEPARTMENT

_____
COLLEGE OR UNIVERSITY

CHECK ANY OF THE FOLLOWING STATEMENTS WHICH ARE TRUE OF YOUR DEPARTMENT.

_____ 1. Your department holds meetings to discuss career opportunities in your general field with students.

2. Approximately how often does your department hold meetings to discuss career opportunities in your field with students?

____ ONCE A SEMESTER
____ ONCE A YEAR
____ ONCE EVERY TWO YEARS
____ IRREGULARLY (EXPLAIN BELOW)

_____

_____ 3. There is a person in your department who is responsible for providing students with information about career opportunities in your general field. What is his name? _____

4. If no one in your department is responsible for providing students with career information, who would you recommend as the person in your department who is best qualified to perform this task?

_____

5. Check if your department has any of the following materials which might help a student learn more about career opportunities in your general field.

____ FLIERS
____ PAMPHLETS
____ BOOKS
____ TAPES
____ SLIDE SHOWS
____ FILMS
____ POSTERS
____ OTHERS (EXPLAIN BELOW)

_____

_____ 6. Your department has compiled a list of possible career opportunities in your general field, and copies of this list are available to students.

7. List several periodicals which a student who is planning a career in your general field should be familiar with. List only those periodicals which you think would be most helpful.

_____ 8. Your department subscribes to periodicals which a student who is planning a career in your field should be familiar with, and it makes them available to students.

_____ 9. Your department is involved in a cooperative education program.

Briefly explain what work experiences this program offers to students.

_____ 10. Your department provides students with other work experiences (such as work-study programs or internships) which are directly related to your general field.

Briefly explain what kinds of work experiences this program offers to students.

_____ 11. Either you or your department has access to people in business or in other professions who could act as advisors or speakers on career opportunities in your general field.

List their names, their addresses, and their specialties.

12. If you can think of any other ways in which your department either 1) informs students about career opportunities in your general field, or 2) helps students to obtain jobs related to your field, briefly note them here.

Thank you for taking the time to fill out this questionnaire.

QUESTIONNAIRE
OFFICES OR AGENCIES

_____
NAME

_____
OFFICE OR AGENCY

_____
COLLEGE OR UNIVERSITY

CHECK ANY OF THE FOLLOWING STATEMENTS WHICH ARE TRUE OF YOUR OFFICE OR AGENCY.

_____ 1. Your office or agency holds meetings to discuss career opportunities in your general field with students.

2. Approximately how often does your office hold meetings to discuss career opportunities in your general field with students?
   ____ ONCE A SEMESTER
   ____ ONCE A YEAR
   ____ ONCE EVERY TWO YEARS
   ____ IRREGULARLY (EXPLAIN BELOW)
   _____

_____ 3. There is a person in your office who is responsible for providing students with information about career opportunities in your general field. What is his name? _____

4. If no one in your office is responsible for providing students with career information, who would you recommend as the person in your office who is best qualified to perform such a task?
   _____

5. Check if your office has any of the following materials which might help a student learn more about career opportunities in your general field.
   ____ FLIERS
   ____ PAMPHLETS
   ____ BOOKS
   ____ TAPES
   ____ SLIDE SHOWS
   ____ FILMS
   ____ POSTERS
   ____ OTHERS (EXPLAIN BELOW)
   _____

_____ 6. Your office has compiled a list of possible career opportunities in your general field, and copies of this list are available to students.

_____ 7. Your office hires students for part-time positions during the academic year.

_____ 8. Your office hires students for full-time or part-time positions during the summer.

9. Approximately how many of the students which your office hires are placed in jobs which are related to the students' major areas of study?
   ____ 75 - 100%
   ____ 50 - 75%
   ____ 25 - 50%
   ____ 0 - 25%

10. Briefly explain what kinds of jobs you offer to students.

_____ 11. Either you or your office has access to people in business or in other professions who could act as advisors or speakers on career opportunities in your general field.
List their names, their addresses, and their specialities below.

_____

_____

_____

_____

_____

_____ 12. Your office posts any notices of job openings that it may receive.

13. If you can think of any other ways in which your office either 1) informs students about career opportunities in your general field, or 2) helps students to obtain jobs related to your field, briefly note them here.

Thank you for taking the time to fill out this questionnaire.

MAILING LIST FOR QUESTIONNAIRE NO. 2

Bangor Dodge
The Salvation Army
United Cerebral Palsy of Northeastern Maine
The Counseling Center
Humane Society
Y. W. C. A.
Y. M. C. A.
United Community Services of Penobscot Valley, Inc.
Diamond International
Down-East Associates (General Contractors)
Sprague Nursery
Bangor Floral Company
Frank's Bake Shop
Pleasant Hill Dairy
Webber Oil Company
Maine Utility Gas Company
Eastern Maine Medical Center
St. Joseph's Hospital
Paulsen House
Maine Public Broadcasting Network
W L B Z--TV
W A B I--Radio
Bronson Advertising Company
Lawrence Neal, Public Accountant
Tarbell, Architect
Merchants National Bank
Merrifield Office Supplies
King (Electrical Contractor)
Data Processing Service
Bangor Dental Corporation
Dr. Bastey, Orthodonist
Dr. Brookings, Dentist
Mammoth Mart
Sears, Roebuck and Company
S. S. Kresge Company
Locke Office Supplies
Anzac Electronics
Carlisle (Civil Engineering)
Doug's Shop N Save
Wickes Lumber Supply
Bangor Public Library
New England Telephone Company
Eastern Fine Paper Company
Modutech Company
Bangor Roof and Sheet Metal Company
St. Regis Paper Company
Bangor Daily News
Busy Bee Nursery School
Dr. Walter Brooks, Optometrist
Dr. Walter Emple, Optometrist and Vice-Pres. A. Emple & Co.
Home Decorating Center
Broadway Park
Dr. Babcock, Pet Palace, Physician
Dr. William Blaisdell, Physician
Dr. Donald Coulton, Obstetrics and Gynecology
Dr. Lawrence Cutler, Internal Medicine
Dr. Robert Feeley, Urologist
Dr. Takeo Kawamura, Psychiatrist
Dr. Robert McQuoid, Eye, Ear, Nose, and Throat
Dr. Gardner, G. P.
Dr. Irwin Pasternak, Psychiatrist
Knight Auto Sales Company
St. John's Episcopal Church
Regional Blood Bank
Boy Scouts of America
Penquis CAP, Inc.
American Red Cross
Bangor International Airport
Higgens Webster, Architect
March of Dimes
The Merrill Trust Company
Angel Engineered Kitchens
Wiggins Brothers (Carpenters)
King Electrical Company
Bancroft and Martin, Inc. (Engineering and Design)
Sunnyside Greenhouse
Bangor Furniture Company
Bawn and Robinson Company
Home for Aged Men
Bangor State Hospital
Utterback Private Hospital
Bangor House
Kavanaugh's (Interior Decorating)
Central Maine Gas Service
Friedman Furniture Interiors
Bangor Hydro-Electric Company
Freese's Department Store, Inc.
Footman's Dairy, Inc.
Eastern Maine Builders, Inc.
Bett's Bookstore

GTE Sylvania, Inc.
Penobscot Company (Pulp and Tissue)
Old Town Pulp Products
Chilholme Kennels
Woodlawn Development
Mr. Cohen (Lawyer)
Eaton, Peabody, Bradford, and Veague (Law firm)
Gross, Minsky, and Mogul (Law firm)
Stearns, Finnegan, and Needham (Law firm)
Hockett Machine Company
Viner Music Company
National Cash Register Company
Industrial Bank of Bangor
Northeast Bank
Pine State Volkswagen, Inc.
Lloyd Geo. Ormond, Architect
Piper Sales
Delta Air Lines
Dunn and Theobald
General Adjustment Bureau
Chas. B. Brantner, Accountant
Credit Bureau of Bangor
Penobscot Valley Nursing Homes, Inc.
Chamber of Commerce
veterinarian - (2)

November 27, 1974

Dear

I know how busy you are and how little time you have to complete surveys; but I ask your indulgence with this survey, since it will directly benefit students in vocational technical institutes and colleges in Maine. The Office of Career Planning and Placement is working on a grant from the Bureau of Vocational Education to develop a slide-sound program dealing with career resources in the Greater Bangor area. We wish to include in the presentation both material and human resources. The results of this effort will provide students interested in specific careers with information about how and where they might contact knowledgeable people already working in the field.

Please take a moment to complete this survey and return it in the enclosed envelope by December 5. Your assistance is essential to the success of this project.

Sincerely yours,

Adrian J. Sewall

Adrian J. Sewall
Director

AJS:bao
Enclosure

QUESTIONNAIRE
BUSINESSES AND OTHER ORGANIZATIONS

CHECK ANY OF THE FOLLOWING STATEMENTS WHICH ARE TRUE OF YOUR ORGANIZATION.

NOTE THAT IN THIS SURVEY WE ARE NOT INTERESTED IN WHETHER OR NOT YOU HAVE JOB OPENINGS. INSTEAD, WE ARE INTERESTED IN WHETHER YOU COULD GIVE STUDENTS INFORMATION ABOUT SPECIFIC CAREERS, OR WHETHER YOU COULD OFFER THEM TEMPORARY WORK EXPERIENCES.

_____ NAME

_____ POSITION

_____ ORGANIZATION

_____ LOCATION

1. Who is the person in the organization who is most knowledgeable about specific careers or positions which exist within the organization? _____

_____ This person is (or would probably be) willing to discuss these careers with students.

If this person is not available to speak with students about these careers, what other people in the organization would be well qualified to perform this task? After each name, indicate whether or not you think the person would be willing to speak with students.

_____ _____
_____ _____

_____ 2. You are knowledgeable about job requirements for positions in similar organizations, and you are willing to speak with students about the requirements for these positions.

_____ 3. The organization periodically holds (or is willing to hold) on-campus meetings in which it introduces students to the organization and the kinds of positions which exist within the organization.

_____ 4. The organization could supply students with a list of entry-level positions in the organization.

5. Check if the organization has any of the following materials which might help a student learn more about the organization or specific careers which exist within the organization.

_____ FLIERS	_____ TAPES	_____ POSTERS
_____ PAMPHLETS	_____ SLIDE SHOWS	_____ OTHERS (EXPLAIN BELOW)
_____ BOOKS	_____ FILMS	_____

_____ 6. The organization is involved in a cooperative education program.

_____ 7. The organization hires students for part-time positions during the academic year.

_____ The organization hires students for part-time or full-time positions during the summer.

Briefly explain what kinds of work experiences the organization offers to students.

8. If you can think of any other ways in which the organization helps educate students about specific careers, please briefly note them here.

Thank you for taking the time to fill out this questionnaire.

Review: Career Resources on the Campus

True or False

_____1. Not only are your instructors qualified to discuss college teaching as a career, but many of them are also quite knowledgeable about careers outside the university.

_____2. Your department chairman is not generally qualified to speak with you about career opportunities in your field.

_____3. Advisors are usually qualified to speak about career opportunities in their fields.

_____4. Talking with alumni from your field could give you a more realistic idea of the kinds of jobs that you might be able to obtain when you graduate.

_____5. Unfortunately, departments seldom schedule meetings where professionals discuss career opportunities with students.

_____6. In the work-study program, you are often but not always assigned to jobs which are related to your major.

_____7. In a Cooperative Education, or COOP, program, you work full-time or a job which is closely related to your field of study.

_____8. In the Coop program, your work assignment, as well as where it is located, is generally selected for you by your department.

_____9. In the Field Experience program, the amount of credit you receive for your work varies, depending on such things as the number of hours you work per week and the number of credits your department allows you to receive through the program.

_____10. Many departments collect pamphlets, books, and periodicals which have career information in them and they try to make these publications available to you.

_____11. It is not important that you become acquainted with journals in your field; professional journals rarely contain articles on specific careers or list job openings.

_____12. The exact location of career information in your

library can be found by looking in the card catalogue under such topics as "Careers", "Occupations", and "Vocational Guidance."

_____13. Occupational Counseling is one of the many services provided by the counseling center.

_____14. The occupational counselor does not tell you what to do; instead, she or he helps you make up your own mind by asking you questions and by providing you with pertinent career information.

_____15. You do not need to register with your Career Planning and Placement Office in order to take full advantage of all placement services.

_____16. Staff members of your Career Planning and Placement Office meet with student groups in classrooms, residence halls, and organizational meetings to discuss careers and job opportunities.

_____17. Special offices and agencies housed on campuses (such as The Atlantic Sea-Run Salmon Commission) are generally able to provide you with career information and some work experiences.

_____18. Since the special offices and agencies in the Greater Bangor area are diversified, they can offer you a wide variety of work experiences.

Review: Career Resources in the Community

True or False

_____1. Many privately-owned business firms are willing to provide you with career materials — such as fliers, pamphlets, and books— which help introduce you to the positions within it.

_____2. Home offices of larger business firms seldom have more sophisticated materials, such as tapes, slide-shows, or films, available to students.

_____3. Most people in privately-owned business firms are generally willing to speak with you about their jobs and the companies for which they work.

_____4. In order to obtain career information and to talk with professionals, you do not need to contact business firms on your own.

_____5. Often privately-owned business firms offer students temporary work experiences.

_____6. Temporary work experiences that you receive while in college do not generally make it easier for you to actually obtain a job after graduation.

_____7. In the Cooperative Education program, you work full-time at a job closely related to your field of study.

_____8. In a Coop program, you generally receive pay as well as academic credit for your work.

_____9. Field Experiences are sometimes, but not generally, located in the geographical area of a student's college or university.

_____10. When you are involved in a field experience, you generally work only part-time and you continue to take classes.

_____11. To find out what Business associations are in your community (e.g., Lions Club or the Maine Press Association), check with your Chamber of Commerce, your telephone directory, or the current edition of The Maine Register.

_____12. It is important that you contact any professional

business associations that are related to your field and take advantage of the career information materials (such as booklets or slide shows) that they have available.

_____13. Social service organizations, such as the YMCA or YWCA and hospitals, are important career resources primarily because they offer so many temporary work experiences.

_____14. Because social service organizations, such as the Bangor Mental Health Institute or the Eastern Maine Medical Center,are so large and perform such a variety of services, they are able to provide you with a wide range of temporary work experiences.

_____15. Government Organizations are generally not large enough to provide you with either career information materials or with some temporary work experiences.

_____16. To find out where municipal, county, state, and federal offices and organizations are in your area, check in the yellow pages of your phone book under "government."